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ABSTRACT

Using the Geneseo Migrant Center's Weekend Recreation Program as an example, the booklet is designed to assist directors and administrators in establishing a Weekend Recreational Program to meet educational, recreational, emotional, and social needs of participating migrant families, and to serve as a resource during the implementation of the program. Activities of the program are described from its inception in 1972 through 1977 when it served approximately 1,506 workers and operated from July 10 to November 6. In addition to listing program goals and objectives, various elements of program planning are stressed: funding, staff, transportation, recruitment, facilities, supplies and equipment, program events, clothing room, child care area, health procedures, food service procedures, and staff development. A section on evaluating and monitoring the program recognizes the difficulty of using standardized or norm referenced techniques to evaluate a Weekend Recreation Program, but notes that programs must be sure to meet guidelines of funding sources. Migrant and grower involvement in planning the program is stressed as is the need for staff orientation and communication. Job descriptions for all program positions are included. Nine appendixes provide examples of checklists, rosters, agendas, and forms, and summaries of five years' activities at Geneseo's weekend program. (BRR)

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PROJECT CHILD*

IMPLEMENTATION GUIDEBOOK SERIES

WEEKEND PROGRAM

by

Mona Smith DeMay

Robert E. Lynch

1980

Dissemination funds made available by the United States Department of Education
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BOCES Geneseo Migrant Center
Holcomb Building, Geneseo, New York

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DEDICATION

While there are many individuals and groups who have contributed to the development of Project CHILD - the migrant farmworker families, dedicated and hard-working Geneseo Migrant Center staff, funding sources such as the New York State Departments of Education and Health, hundreds of community and student volunteers, consultants and governmental officials - one person, in effect, has made Project CHILD possible. That individual is Dr. Robert W. MacVittie, the President of the State University College of Arts and Science at Geneseo, New York from 1963 to 1979.

President MacVittie was unfaltering in his support of the Geneseo Migrant Center and its programs since their inception. The Center itself was his idea arising from his concern for and interest in a rural college serving a rural population. Thanks to him and his generous in-kind contributions of college facilities and services, hundreds of migrant farmworkers and their families have enjoyed fully the splendid resources of the college complex. The spacious quarters of the Center have enabled staff to meet program needs as fully as possible.

During trying times, President MacVittie was instrumental in providing the support the Center needed to continue its vital work. Some compensation for his extraordinary efforts has been the fine nationwide reputation of the Center's programs resulting in the college's Special Citation from the American Association of Colleges of Teacher Education (AACTE) in 1969 and the validation of Project CHILD in 1973 as an exemplary project in the National Diffusion Network.

This Implementation Guidebook Series is, therefore, dedicated to Dr. Robert W. MacVittie, with a warm thank you from the families who have benefited so greatly from his concern.

WEEKEND PROGRAM

PROGRAM GOALS

The overall goal of the Weekend Program is to meet the educational, recreational, emotional and social needs of the migrant families participating. To meet this goal, various activities are available for the workers, such as arts and crafts, swimming, pool shooting, basketball and other recreational activities.

PROGRAM OBJECTIVES

This booklet is designed to assist program directors and administrators in establishing a Weekend Recreational Program and to serve as a resource during the implementation of the program. As a result of reading this guide, the readers will be able to:

1. state the goals and objectives of a Weekend Program.
2. list sequential steps for establishing a Weekend Program.
3. list key resources and people necessary to plan a program.
4. identify sources of funding.
5. develop job descriptions, recruit, hire and train staff.
6. identify supplies, equipment and facilities necessary for implementation of the program.

As a result of participating in the Weekend Program, the migrant workers will:

1. develop an awareness and appreciation of art in daily living.
2. develop skills and abilities in various athletic activities, such as volleyball, basketball, swimming, paddleball, ping pong, etc.
3. experience alternative activities to those of the migrant camp environment.

4. be able to perform basic first aid procedures.
5. increase reading levels by receiving individual tutoring by trained Literacy Volunteers of America (LVA) tutors.
6. increase social contact with others (both migrant and non-migrant).
7. obtain needed supportive services, such as clothing, medical and dental referrals, etc.

I can't wait to get to the program.

BEST COPY AVAILABLE

OVERVIEW OF THE PROGRAM

In 1972, members of the Wyoming County Potato Growers Association suggested that the Geneseo Migrant Center do something on weekends for the migrant workers in the county. As a result, a Weekend Recreation Program, funded by the New York State Education Department, was established to provide alternative activities for the migrant farm families living in the bleak camp environment.

Migrant camps are often in very desolate areas with little or no recreational facilities available for the migrant families. There are very few alternative activities on a migrant labor camp and the consumption of alcohol is very high. High rates of alcohol abuse can result in many serious and potentially dangerous situations for the migrant families and can create an unhealthy environment for the children. A Weekend Recreation Program meets many of the needs of the workers and provides activities to enhance their recreational, cultural and social well-being.

The program has been conducted since 1972 and has served Wyoming, Livingston, Steuben, Ontario and Wayne Counties. The majority of the workers participating in the program are Afro-Americans from Wyoming County. However, Puerto Ricans from a local canning factory were also served. White workers, Algonquin Indians and Mexican Americans also participated in large numbers. Program participation varies somewhat from year to year. In 1977 the program served approximately 1506 workers and operated from July 10 to November 6.

The migrant participants have a major role, with the staff, in deciding upon program activities. Trained volunteers are available to care for young children so that the parents will be able to participate in the many activities. In addition to the activities provided by the Weekend Program, Workshop-In-The-Arts, funded by the New York State Council on the Arts, offers interested workers a chance to learn macrame, weaving, sewing and other craft skills.

The Weekend Program is conducted in two components. The first and main component is on Sundays, running approximately from July 10 through October 30. Migrant families are transported from the area migrant camps in the surrounding counties to the State University College at Geneseo. The day consists of morning activities at the college facilities, including swimming, basketball, arts and crafts, and many other activities. Each afternoon the group either stays on campus for a play, concert, movie, etc., or goes on a field trip to area places of interest, such as Niagara Falls, museums, parks, etc.

Each week three meals (breakfast, lunch and dinner) are served to the participants in the program. These meals are served in the college dining halls or are prepared by the staff and migrants. When adequate time and facilities are not available, fast food restaurants are utilized.

Past staff and migrant reaction to the program indicated that there was a need for additional activities to take place on a small scale on Saturdays as well. As a result, the second component operates on Saturdays, with small groups of migrant workers participating in various activities and events for which they have individually expressed an interest. Trips include visits to area businesses, shopping centers, movies, ball games, etc.

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PLANNING THE PROGRAM

In planning a recreation program for migrant farmworkers, it is essential to pay special attention to detail. Without this attention to detail, many problems may arise that can drastically jeopardize the continuation of the program. It is imperative to involve all people interested in the program, starting with the initial stages of planning and continuing throughout the program. The people who should be involved include community volunteers, recreation specialists, and LVA tutors.

It is important that the planning committee meet regularly (possibly once a month) beginning as early as possible prior to migrant season. Program planning meetings include all aspects of the program, such as:

1. determination of program service area and population to be served.
2. supportive services.
3. hiring procedures.
4. staff policies and procedures.
5. facilities available.

Project CHILD has developed a Weekend Program Checklist (see Appendix A-1) outlining all the program details that must be addressed to fully plan a program, plus a Daily Planning Checklist (see Appendix A-2) used weekly in planning the program.

To assure the success of the program, the program director must also involve the growers, crewleaders, and migrant workers in the planning. The program director should meet with the local Growers' Association to explain the program planned for the coming season and to seek the growers' input and support for the program. Since the program serves a seasonal population, it is difficult to involve migrant farmworkers themselves in the planning. However, the workers should be involved as soon as they arrive in the area. One way to get migrant input is to meet with the workers the previous year. It is also suggested that a migrant advisory board be formed to advise the program personnel of the interests of

the workers, and determine the direction of the program. At least one representative from each migrant camp served should be selected for the advisory board. The group should meet at least once a week throughout the migrant season.

FUNDING

The director must prepare a program narrative and a budget prior to program operation and submit them to appropriate funding sources. The Weekend Program has been funded throughout the years by the State Education Department's Migrant Program, Division of Continuing Education, the U.S. Department of Agriculture's Summer Feeding Program, and the New York State Council on the Arts. Each funding source has its own procedures for funding and the program director must contact each one early in the year to obtain the appropriate forms.

STAFF

A staff consisting of a director, assistant director, twelve recreational aides, migrant aides (one per camp) and volunteers has proven sufficient to operate a program that serves between 100 and 200 workers and their families. The exact number of staff can vary according to specific program needs. Bilingual staff should be hired if the workers who will be served have Spanish or any other language other than English as their dominant language.

Choosing the program director is one of the most important decisions in the program, since the director is the key person to the smooth operation and continued success of the program. Each candidate must be carefully screened and thoroughly questioned, so that proper assessment can be made of his/her abilities to be flexible, to work with staff, and to be responsible for all program details, especially those that pertain to communication with agencies or individuals outside the central administration of the program. It is important for the director to have had extensive experience working with migrants and with running programs.

Staffing is the responsibility of the director. A well-defined plan of action must be developed outlining Affirmative Action procedures, applicant screening, interviewing, personnel files, time sheets, etc.

The migrant aides play an important role as staff members in the program by assisting with the work load and relating to their peers. It is suggested that one migrant aide be hired from each camp served by the program. Before the aide is hired, it is essential that the program director obtain permission from the crewleader. If this permission is not requested, the crewleader may become defensive and think the program is trying to recruit workers from him. The migrant aide can be responsible for alerting other workers in the crew to the weekly program plans. This will greatly assist the program director in weekly program participation. The aides can also inform the workers about the time of bus arrival at the camp each week.

Volunteers (community or college) can greatly enhance the program and provide many services to the migrant families, such as caring for children while parents participate in program activities. Volunteers may also be free to relate on a one-to-one basis with the older men and women who attend the program. These older individuals may prefer to sit and relax rather than to participate in many events. One-to-one attention may help these individuals to become involved in interesting events.

Following are the job descriptions for all program positions:

1. Program Director

   The program director will:

   A. be responsible for writing the budget and narrative.

   B. hire and supervise the in-camp staff.

   C. recruit the migrant camps by talking with the growers.

   D. plan agenda and organize orientation and in-service meetings.

   E. keep accounts of all expenditures.

F. order supplies and materials.

G. implement and evaluate the objectives of the program.

H. plan agenda and organize the program activities.

I. organize recreational activities.

J. be responsible for the smooth operation of the program.

K. write final reports.

L. be familiar with Weekend Program Checklist (Appendix A-1) and assure that points included are taken care of.

2. Assistant Director

The assistant director will:

A. assist the program director with camp visits and recruitment.

B. coordinate information regarding supportive services to migrants (health, social services, food stamps, etc.).

C. assist with the identification, interviewing and supervision of the migrant aides.

D. deliver materials to the camps when necessary (agenda, etc.).

E. assist in conducting orientation and in-service meetings.

F. coordinate the purchase of tickets for field trips and obtain free tickets whenever possible.

G. assist in overall supervision of the program.

3. Recreational Aides

The recreational aides will:

A. relate individually to migrants participating in the program.

B. assist in supervising program activities.

C. provide one-to-one tutoring in basic motor and learning skills as appropriate.

D. assist the director and assistant director in overall implementation and planning of each weekend's activities.

E. be responsible for coordinating at least one weekend's activities.

4. Migrant Aides

The migrant aides will:

A. assist recreational aides in providing recreational and educational activities for the workers.

B. assist in the supervision of the locker rooms, dining halls, re-recreational facilities, etc.

C. assist in meal preparation and bus supervision.

D. relay to all workers in their camps the program agenda and assist in recruitment.

5. Physical Education Coordinator*

The physical education coordinator will:

A. organize and supervise the lifeguards.

B. locate and secure physical education equipment and towels for the program.

C. make sure the facilities are ready for the program participants.

D. provide instruction to migrants in basketball, paddleball, squash and other recreational activities.

*The physical education coordinator is a permanent member of the staff of the physical education facility used by the program.

6. Lifeguards

The lifeguards will:

A. teach migrants swimming and water safety rules and techniques.

B. supervise the pool area during recreational swimming.

7. Bus Drivers

The bus drivers will:

A. drive the buses to pick up the migrant families in the camps and transport them to the program facility and on field trips.

B. be responsible to the program director.

Included in Appendix B-1 and B-2 are sample forms used to coordinate the schedules and assignments of the various staff and volunteers.

TRANSPORTATION

Since migrant farmworkers seldom have transportation available to them, the workers and their families who are involved in the Weekend Program are provided with transportation to the program.

Bid specifications must be sent out to all private and public bus companies in the area to solicit bids for the transportation contract. To transport between 100 and 200 people, at least three 60 passenger buses are necessary. The bus company must be flexible enough to provide more or less buses as needed.

Each bus should have at least one staff person (preferably a male) assigned to ride the bus, morning and evening, to assume responsibility and supervise the workers. This staff person should also make a complete list of all workers getting on the bus in the morning and take a role call check every time the bus departs for a new location. This will help to assure that no one will get lost during the program. Following is a sample form used in 1977. (See Appendix C for the complete form).

Camp	Name of Participant	Morning Bus Run	Leave on Field Trip	Return on Field Trip	Rtn. Run

Bus drivers are provided with a county map with all the camps noted. Each week the program director provides the bus driver and the bus aide with a complete listing

of all camps at which the bus will pick up passengers.

The workers are informed of the basic safety rules for the bus and the bus aide enforces these rules each week. Following are some basic rules that the Weekend Program has found necessary to enforce:

1. Smoking is not allowed on the bus.
2. Drinking is not allowed on the bus.
3. Eating food is not allowed on the bus.
4. Fighting is not allowed on the bus.
5. For any trips during the day, ride on the same bus you came in on in the morning. Also, return home on the same bus.
6. Children must be accompanied by a parent or guardian or responsible adult designated by parent or guardian.

Any staff member riding on the buses in the morning lets the program director know immediately upon arrival at the camps of any problems which may have occurred on the bus or if the bus was too crowded to pick up passengers at all the camps assigned to it. The migrant workers look forward to participating in the program and, if the bus misses a camp for some reason, special arrangements should be made to go back and get the crew.

Whenever possible, bus drivers are included in staff training and in-service meetings. The bus drivers are critical members of the program and should be aware of all program activities and goals.

If a staff person must use his/her personal vehicle for transportation, he/she should provide appropriate documentation of mileage covered and reasons for the trip. No personal vehicle should be used without the permission of the program director.

RECRUITMENT

The program director should obtain permission to recruit participants from the growers prior to the program operation. It is absolutely necessary to have

growers' approval to operate the program.

The following steps in recruiting workers and obtaining permission to operate have been found effective by Project CHILD.

1. As soon as a migrant crew arrives, the program director should personally visit the respective grower. He/she explains the program to the grower and asks her permission and cooperation. It is helpful to have some kind of orientation material to give the grower at this time. The packet includes brochures on CHILD and its programs, a copy of the program narrative and sample support service brochure of the agencies that the program relates closely with.

2. The program director visits the camp and introduces himself/herself to the crewleader. Many times the crewleader will be apprehensive about allowing "outsiders" in his camp for fear of losing his workers. Assure him that you are not there to take his workers away, but only to help them be better workers on Mondays by having alternative activities for the weekend. Explain that your main concern is recreation for the workers.

   If permission is not obtained on the first visit, continue to try with periodic visits. Crewleaders may not want their workers to participate in the program for fear that they will utilize the program as a means of permanent escape or a way out of the camp. Most workers owe the crewleaders various sums of money and the crewleader doesn't want to lose his money. Also, the workers are desperately needed for work in the fields to get the harvest completed.

   If a migrant worker does want to use the program as a means of escape from a particular migrant camp or the work, it should be explained that the program is not a means of escape and that, if workers misuse the program, it may jeopardize program services to all other people in the area. If a worker does leave the program, the program director should notify the crewleader as soon as possible.

3. Once permission has been received from all concerned, the workers in the camp should be notified. It has been found that meetings with the crewleader, crew members and program staff are a good way to inform all camp residents of the goals of the program and to generate interest in participating. This is also an excellent time to explain any program rules and the rationale for these to the members of the crew. These rules should be posted in the camp.

4. Each week, the program director should distribute the weekly agenda to all the camps involved. The migrant aide at each camp can be responsible for distributing it to each worker. (Samples of the agenda can be found in Appendix D-1 and D-2). An agenda should also be posted each week in the camp commissary if this does not cause a problem with the crewleader or grower.

5. During the first week of attendance by a migrant worker to the program, a Program Identification Card is completed for the worker. This card, shown on the following page, can be used by the worker as a means of identification.

PROJECT CHILD
State University College, Geneseo, N.Y.

Program Identification

Name _____

Local address _____

_____

Home address _____

_____

Birthdate _____

Signature _____

These cards can also be laminated to preserve them for the worker.

FACILITIES

The State University College at Geneseo has opened its doors to migrant farmworkers. It is felt that all college campuses in a high migrant population area can also open their doors to the workers. Campus facilities provide an excellent site for many activities for the entire migrant family. Even though a college campus is an ideal location for the operation of a Weekend Program, other locations may be used. A high school, vocational school, or community center are excellent sites for this kind of program.

College physical education facilities such as the gym, swimming pool, paddleball and handball courts, bowling alley, weight lifting and exercise rooms can be opened for migrant workers to utilize. Other college facilities such as the student union with its pool and ping pong tables, table games, shuffleboard, music listening rooms and arts and crafts center can also provide interesting activities for the workers and their families. The college campus also has dining halls available that can be used by the workers.

When there is a desire to operate a program, facilities can be found. There is a problem, however, in obtaining permission to use the facilities. A major obstacle to overcome is community indifference and fear of the migrant farmworkers. Once the local people realize through program public relations activities that the workers are fine human beings doing a very important task, they will be more willing to open up their facilities to the migrant workers and their families.

SUPPLIES AND EQUIPMENT

A Weekend Program can operate on as many or as few resources as are available. The following list of athletic equipment and supplies has been helpful for a program of approximately 100 to 200 people:

4 basketballs
1 volleyball and net
3 jump ropes
5 baseball bats
3 softballs
1 soccer ball
75 towels
50 men's swim suits (various sizes)
50 ladies' swim suits (various sizes)
50 children's suits (boys and girls, various sizes)
4 frisbees
2 footballs
6 paddleball rackets
6 paddleballs
6 tennis rackets
6 tennis balls
3 children's rubber balls (different sizes)
2 sets horse shoes
6 ping pong paddles and balls

In addition to the above athletic equipment and supplies, the following materials and supplies help provide all participants with continuous activities:

1 sewing machine
2 Monopoly games
4 checker games
5 decks of cards
various magazines, books and newspapers

Although it is not necessary, it is a good idea to have 16mm films available each week in case the day's activities are rained out. If a film is to be used, a 16mm projector, take-up reel and extension cord must be available.

PROGRAM EVENTS

Sunday morning from approximately 10:00 AM to 1:00 PM is a good time to utilize campus physical and recreational facilities because these hours are low use times by college students and other community residents. Special arrangements for using the facilities must be made with campus, school or community personnel as far in advance as possible.

During Sunday morning sessions, the migrant families have the opportunity to receive instruction and then to participate in any of the following activities that interest them:

water safety
diving
swimming
tennis
paddleball
bowling
softball
volleyball
ping pong
pool shooting
weight lifting

Arts and crafts are also available during the morning session, as well as individual tutoring for any workers who desire the service.

Because Sunday afternoons are higher college use times for campus facilities, the migrant program can spend this time taking field trips to local museums, sports events, amusement parks, movie theaters, etc. The migrant workers should be involved in planning all these afternoon events to be sure that the events which are chosen are ones that the workers will be interested in.

CLOTHING ROOM

Sometimes the migrant families are ill-prepared for the climate in a particular area and will have only the clothes they have on when they arrive. Families that are homebased in Florida, for example, may not have proper clothing for fall weather in New York State. There is a tremendous need for warm clothing and blankets.

Project CHILD collects used clothing throughout the entire year for the migrant workers. The clothing is donated by community members, college students,

and various church groups. A clothing room with racks and tables is organized for the distribution of the clothing to the workers.

Each Sunday the room is opened to any of the workers who wish to look for clothing which meets their needs. To prevent any one worker from taking all the clothing, each worker is limited to one bag of clothing per week. A migrant aide is assigned to the clothing room on the Weekend Program to assist workers in finding clothing and to keep the room organized. Without close supervision, the room becomes very messy and disorderly.

In addition to being open on Sunday, the CHILD clothing room is open throughout the week for staff to get clothing for the workers. Many times families will come in during the week to look the clothing over and make their selection.

CHILD CARE AREA

Most of the program activities are designed for adolescents and adults. To allow young parents to participate in the day's activities, a child care area is established to care for pre-school children. This area is a room in the physical education building equipped with toys, cots, cribs, books, arts and crafts materials, etc. It is also important to be sure to have adequate supplies of diapers, bottles, and other baby supplies on hand. The child care room is staffed by college student volunteers and is supervised by one of the Weekend Program staff. The migrant mothers look forward to having their children well cared for while they are able to enjoy the program activities.

HEALTH PROCEDURES

Weekend staff should alert appropriate health care providers in the service area to individual health needs of the workers. It is suggested that a medical referral form (see Appendix E) be completed on any individual requesting health care and submitted to the appropriate agency. The program director is notified of any referrals so that additional follow-up may be provided. It is important

to set up procedures with appropriate agencies for securing or coordinating health services in each individual area or county. (For more detailed information for the health services for migrant families, consult the CHILD introductory guidebook).

To take care of routine first aid problems on a Weekend Recreation Program, it is suggested that a first aid kit be available at all times for emergency situations. It is recommended that the contents of a first aid kit include the following:

2 units - 1" adhesive compress
2 units - 2" bandage compress
1 unit - 3" bandage compress
1 unit - 4" bandage compress
1 unit - 3" x 3" plain gauze pads
1 unit - gauze roller bandage
2 units - plain absorbent gauze - ½ sq. yd.
2 units - plain absorbent gauze - 24" x 72"
3 units - triangular bandages
1 unit - tourniquet, scissors, tweezers, thermometer
2 units - Neosporin ointment
1 unit - aspirin
1 unit - mercurochrome
1 unit - rubbing alcohol
various size safety pins

FOOD SERVICE PROCEDURE

Since the program offers a full day of activities, it is necessary to provide food service. Three well-balanced nutritious meals (breakfast, lunch and dinner) are served to all participants with special emphasis on migrant planning and preparation of meals.

The Weekend Program uses the college dining facilities for many of the meals served. Many cookouts are provided, as well as trips to area restaurants such as McDonalds and Red Barn. Whatever way the meal is provided, it may be necessary to:

1. pre-arrange for the necessary meals.
2. arrange for billing.
3. order cooking supplies (charcoal, paper products).
4. arrange for grills.
5. write the menu.
6. purchase food.

It is important to assign at least one staff member to be in charge of each meal. This staff person can seek help from other staff and from the program participants.

STAFF DEVELOPMENT

Before any staff member (director, assistant director, recreational aide, college coordinator, lifeguard, bus driver) comes into contact with any migrant farmworkers, he/she must receive a thorough orientation to the program. A full day of staff training is enough for this initial orientation. Project CHILD staff training for the Weekend Program includes the following components:

1. Orientation to Migrancy

   The Migrant Heritage Studies Kit, which is a multi-media, multi-ethnic learning package, is utilized to sensitize the staff to the unique and specific needs of the migrant population. More detailed information on the kit is available in the Project CHILD Introduction Guidebook.

2. How the Weekend Program Fits Into the Total Project

   A slide presentation on the history and components of Project CHILD is used to convey this.

3. Staff Guidelines

   Through years of experience conducting programs in and out of migrant camp settings, the CHILD program has developed a sound philosophy for working with adult migrant farmworkers. CHILD has found it imperative to develop strict professional guidelines for the staff, since the informality of the Weekend Program and friendliness of the workers may lead staff to participate in unprofessional activities. Staff rapport with the workers and the reputation of the program could be adversely affected and even jeopardized if staff participates in such activities.

   The following staff guidelines have been developed to guarantee a quality recreational program for the workers:

   A. Always be friendly but not pushy; you will gain much more respect.

   B. Do not engage in the use of any kind of alcoholic beverage.

   C. Do not engage in the use of any type of drugs, including marijuana.

   D. Do not smoke while working. You are an example for the members of the crew.

E. Do not lend money. You will lose the respect of the workers. If there is a legitimate economic problem with a worker, refer it to the program director.

F. Do not participate or engage in any sexual liaison with any of the workers. This can be damaging to your reputation as well as to that of other staff members and to the program itself.

G. Do not transport any migrant from one camp to another. Crewleaders and growers are very possessive of their workers and constantly fear losing them.

4. Policies and Procedures

All staff should be alerted to policies and procedures particular to the program. To avoid potential problems, it is recommended that each program develop a description of procedures relating to such things as telephone use, purchasing and transportation.

5. Facilities and Equipment to be Used

A tour of the recreational, food service, clothing room and any other facilities is conducted to familiarize the staff with what is available. Procedures for use of each is reviewed. Available equipment is displayed and sign-out procedures are reviewed.

6. Availability of Supportive Services and/or Programs

Education of the migrant adult cannot be conducted in a vacuum. The tutors must be aware of all supportive services available to the migrant farmworker. Project CHILD's Introduction Guidebook provides a complete description of supportive services available with examples of human and material resources available.

7. Staff Responsibilities and Guidelines

Staff responsibilities in the different program areas are described below:

A. Morning buses

One staff member will be assigned to each bus on a rotating basis. Bus riders should be at Holcomb School by 8:00 AM Sunday morning. Each bus rider will have a map of the bus route with each camp marked, a pad and pen to record the names of everyone who gets on the bus from each camp, and an agenda of the day's activities.

At each camp marked, the bus rider should get off the bus and explain the program and the specific plans for the day. Unsupervised children may not come. An older sibling or adult from the camp may take responsibility for younger children. Drunks who have bottles and/or would otherwise jeopardize others' enjoyment of the program may not come. NOTE: Explain the rules and let any individuals who are refused know that we would like them to attend another time.

On the bus ride into the program, explain the whole program to the group or circulate to groups of individuals. Explain the afternoon activities. Interact with as many individuals as you can and make a friendly effort to welcome people to the program.

B. Children

Staff assigned to children will organize them into groups and work out a schedule for morning activities. Staff will assist and supervise children and afternoon activities.

C. Lounge

Staff assigned to the recreation lounge will interact with adults and direct program participants to the various activities available to them. Staff will join in social activities or table games or help to initiate small group projects, activities or discussions. Staff in the lounge will orient new families to the program and facilities and help to complete a program identification card.

D. Floaters

Staff not assigned to a specific area are free to interact with program participants, explaining activities available and encouraging them to participate in an activity of their choice. Floaters not responsible for specific activities may participate with the adult workers.

Floaters should always keep an eye out for individuals who are not familiar with the program or unsure of how to get involved. Be free enough to talk with them and get them involved in an activity of their choice.

E. Locker Rooms

Staff assigned to locker rooms will hand out bathing suits and towels to swimmers. Swimmers should leave their program I.D. and pick it up after suits and towels are returned. Staff should supervise belongings and make sure the locker rooms are cleaned up after the swimming period.

F. Pool

Staff assigned to the pool will encourage participants to get involved in free swim, water games or adult instruction. Lifeguards will be on duty and provide instruction.

G. Gym

Staff assigned to the gym will be responsible for finding out what physical activity participants would enjoy and then make arrangements for any equipment, etc. Staff should act as facilitators, organizing teams when people want to play team sports and participating in other activities as appropriate. Staff should be aware of the interests and needs of groups or individuals, observing and offering them suggestions for physical activity and directing them to the other areas as appropriate.

H. Bowling

There will be an operator provided. Staff will organize individuals and/or teams, provide instruction in bowling, lane courtesy and score keeping.

I. Recreation Facility

Staff will be responsible for explaining the games, rules and procedures for using the recreation room. They will participate and supervise people using equipment. The Weekend Program is allowed to use the Union only if adequate supervision is provided by the staff. Therefore, any serious problems may jeopardize use of this facility by program participants.

J. Lunch

Staff assigned to lunch duty are responsible for picking it up, organizing smooth delivery and for cleanup. Other staff and workers may help as needed in cooking, distribution, supervision and cleanup.

K. Clothing Room

Staff assigned will be responsible for setting up a traffic pattern, distributing one bag per person and assisting wherever possible. Before leaving, staff are responsible for straightening the clothes and for making sure all people are out of the Holcomb School. Bags and markers will be provided.

A detailed staff agenda is provided to each staff person every week of the program. The staff agenda format is reviewed during staff development.

8. Role Playing and Actual Situations

Role playing demonstrates common situations that may occur during a typical program day. Sample situations are:

A. Otis is planning on leaving the program when the group goes into the city for a field trip. He has conveyed his unhappiness with the crew to you. The role playing situations will exemplify how to diplomatically get Otis to stay.

B. James tries to sneak a "bottle" on the morning bus. The role playing will show how to persuade James to leave the bottle at home.

Project CHILD utilizes existing staff and past program staff for its training sessions. The staff must be reimbursed for time spent in staff training or in-service meetings. Without this remuneration, staff do not feel compelled to attend.

Following initial staff training, periodic in-service meetings should be conducted during the program to assure smooth operation of the program. These in-

service sessions can be a time to discuss actual and potential problems and to exchange ideas. It has been found that the program staff needs continuous reinforcement of program policies and procedures to prevent problems. Often, many things that were discussed in the initial training are not understood until they are actually implemented. Continuous reinforcement by communication in meetings, memos, letters and telephone calls assures and preserves the program policies and procedures.

These periodic in-service meetings should be mandatory for all staff, including the volunteers. Scheduling a convenient time for everyone may be difficult since most staff will have other commitments. The most convenient times that have been found are prior to the program on Sunday morning or after the program on Sunday evening. Staff should meet at least a few minutes each week prior to the program to assure that everyone knows the weekly agenda.

Involving the migrant aides in all training and in-service meetings is ideal, but may be very difficult to arrange because of different times of camp arrivals in an area and lack of transportation. During weekday evenings, the program director should orient any migrant aides who are not able to attend scheduled meetings.

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EVALUATING AND MONITORING THE PROGRAM

It is very difficult to use standardized or norm referenced techniques to evaluate a Weekend Recreation Program. Each program, however, must be sure to meet the guidelines of its funding source(s).

An evaluation design found to be acceptable is:

1. informal evaluation by the migrant participants.
   - A. written and verbal observations
   - B. Migrant Advisory Council meetings
2. evaluation by growers and other agencies:
   - A. written and verbal evaulation
   - B. meetings with migrant staff
3. evaluation by program staff.
   - A. recording of observations on Migrant Profile Sheet (see Appendix F)
   - B. weekly in-service meetings
   - C. completion of the "Weekend Program Evaluation Form" at the end of the program (see Appendix G for a sample)
   - D. final staff evaluation session

Some funding sources may want a program to use a more extensive evaluative device. In these cases, a skills checklist may suffice for the program evaluators. Appendix H contains a sample skills checklist that has been used in the past by Project CHILD.

The program director monitors and evaluates the staff each week as to their effectiveness in relating to the migrant workers and supervising the program activities. A log of program activities is also compiled at the end of the season, spelling out weekly activities and the number of participants involved each week. The "Summary of Activities" shown in Appendix I is an example of how this may be done.

In addition to the above, the Weekend Program holds an annual Field Day com-

petition where skills achieved through the instructional activities can be informally assessed and recognized. This field day, including competition and prizes in the many instructional activities, has proven to be a popular and successful event with which to culminate the Weekend Program.

After all evaluation data have been received and tabulated, the program director must assess the resultant data in order to determine the effectiveness of the program and to plan accordingly for future programs.

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APPENDIX A-1

PROJECT CHILD
State University College, Geneseo, New York

NOTE: This form is used as an ongoing guide to planning the Weekend Program.

WEEKEND PROGRAM CHECKLIST

TASK	PERSON RESPONSIBLE	DATE COMPLETED	COMMENTS
PROPOSAL			
Preparation of narrative			
Preparation of budget			
Contacting funding source representative			
Obtaining proper forms and guidelines			
STAFFING			
Affirmative Action procedures			
Screening all applicants			
Interviewing applicants			
No/Yes letter			
Personnel file			
Staff list			
Staff I.D.s			
Completion of payroll forms			
Time sheets			

PROJECT CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM
CHECKLIST

TASK	PERSON RESPONSIBLE	DATE COMPLETED	COMMENTS
CLOTHING Organize clothing room			
Supervise clothing distribution			
Collect clothing			
Arrange clothing drive			
Have boxes or bags for workers to take clothing home			
ADMINISTRATIVE RESPONSIBILITIES Develop weekly agenda			
Supervise staff			
MIGRANT COUNCIL Recruit participants			
Plan meetings			
Develop agendas			
Hire migrant aides			
MORNING ACTIVITIES Contact Physical Education Department lifeguard & supervr.			

PROJECT CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM
CHECKLIST

TASK	PERSON RESPONSIBLE	DATE COMPLETED	COMMENTS
MORNING ACTIVITIES (cont'd.) Bathing suits and towels washed			
Set up coffee			
Pick up donuts and milk			
Arrange games, books, sewing machines, sports equipment			
Clean up			
AFTERNOON EVENTS Contact activity site(s)			
Arrange to be billed			
Make evening meal arrangements			
TRANSPORTATION Send out bids			
Grant contracts			
Bus run schedule			
Bus aide assignments			
Research van and station wagon procedures			

PROJECT CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM

CHECKLIST

TASK	PERSON RESPONSIBLE	DATE COMPLETED	COMMENTS
TRANSPORTATION (cont'd.) Student Association vehicle procedures			
Travel vouchers			
Bus rules			
Orient bus drivers			
County maps for each staff person and bus driver			
Clean buses			
Establish procedure for "waiting time" at each camp			
STAFF DEVELOPMENT Orientation			
Program philosophy			
Weekly in-service meetings			
Staff assignments			
PROGRAM RECRUITMENT Meet with Wyoming County potato growers			

PROJECT CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM
CHECKLIST

TASK	PERSON RESPONSIBLE	DATE COMPLETED	COMMENTS
PROGRAM RECRUITMENT (cont'd.) Meet with individual growers			
Talk with crewleaders			
Talk with migrants			
Distribute weekly agenda			
COLLEGE UNION FACILITIES Contact College Union staff			
Make arts & crafts center arrangements			
Organize recreation room			
Develop program use policy			
Assign staff to College Union Building			
FOOD SERVICE Contact Food Service			
Arrange weekly menu			
Order food, paper products, utensils, etc.			

PROJECT CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM

CHECKLIST

TASK	PERSON RESPONSIBLE	DATE COMPLETED	COMMENTS
FOOD SERVICE (cont'd.) Obtain grills for cookouts			
Contact Wegmans and Ames for billing			
Food reimbursement forms			
Food pickup			
Assign line watchers in cafeteria			
Tax exempt forms			
EVALUATION Staff			
Migrant Council			
Volunteers			
VOLUNTEERS Contact Volunteer Center			
Recruitment meeting			
Orientation			

PROJECT CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM
CHECKLIST

TASK	PERSON RESPONSIBLE	DATE COMPLETED	COMMENTS
CHILD CARE Recruit staff or volunteers			
Arrange facilities			
Obtain equipment: Educational supplies			
Cots			
Other			
CLOSE-OUT PROCEDURES Staff evaluation			
Summary of activities			
Thank You letters: staff, College Union personnel, Physical Education Dept. personnel, bus drivers, Food Service personnel.			

4-24-80:msg

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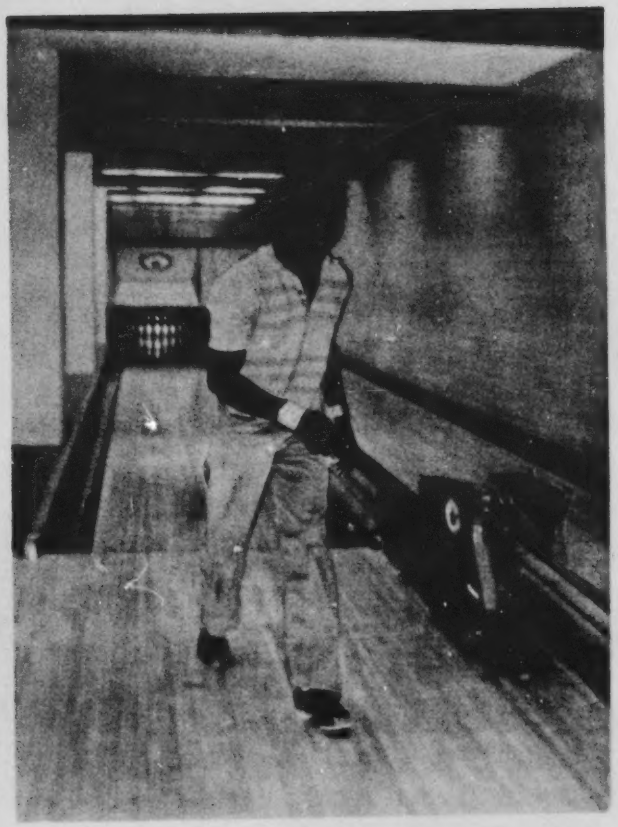
APPENDICES



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Project CHILD
State University College, Geneseo, New York

NOTE: This form is used weekly in planning a week's schedule.

WEEKEND PROGRAM - 1978

Daily Planning Checklist

Planning for Sunday, _____
date

Day	Task	Person Responsible	Completed	Comments
MONDAY	Meet with financial clerk regarding expenses for Sunday; turn in receipts			
	Plan Sunday's agenda			
	Begin planning meals			
	Wash suits and towels			
	Other:			
TUESDAY	Begin calling volunteers to secure commitment for Sunday; tell them exact time to be there			
	Determine volunteer responsibilities (using "Staff Assignments" form)			
	Other:			

Daily Planning Checklist

Day	Task	Person Responsible	Completed	Comments
WEDNESDAY	Meet with clerk: financial arrangements (i.e., cash advance set up charge at restaurant, amusement park, etc.)			
	Finalize agenda and have it typed			
	Give Bob Lynch 70 copies of the agenda for camps; cc: GM			
	Call Food Service to let them know whether or not program will use dining hall for lunch (5666)			
	Call Scotty Emery (5875) to confirm CAS bus and driver for Wayland run			
	Purchase or order necessary dry goods and other items (i.e., coffee, styrofoam cups, baby food, cards, etc.)			
THURSDAY	Organize Weekend equipment (i.e. sports, games, coffee pots and supplies, swimsuits and towels, etc.)			
	Call restaurant (i.e., Aunt Cookie's, McDonalds) to alert them that we'll order Sunday's dinner from them; tell them we will call Sunday mid-morning with specific number. Give them the time you will pick the food up			
	Call Mr. Scott (226-3344) at Birdseye to see if the Puerto Ricans will attend			
	Call Paul Herby (College Union 5851) between 1-4PM to confirm use of Union for Sunday; also find out Union Manager's name and phone number (we may cancel on Sunday by 9:30AM if nec.)			

Day	Task	Person Responsible	Completed	Comments
THURSDAY (cont.)	Deliver agendas to Paul Herby and Mr. Scott			
	Other:			
FRIDAY	Check with Bob to determine which camps will be coming			
	Prepare maps of bus runs to give to bus drivers and volunteers assigned to buses			
	Prepare clipboards for volunteers (include bus run map, participant on/off checklist, medical referral forms, etc.)			
	Call John Kerr (5764) to confirm use of Schrader Gym.			
	Call Becker's Bus Service (591-2050) to let them know how many buses will be needed			
	Other:			
SUNDAY	Purchase donuts, milk, juice (any other perishables)			
	Meet with staff; brief orientation to activities; assignments			
	Send buses out			
	Set up areas			
	Greet buses			

Daily Planning Checklist

Day	Task	Person Responsible	Completed	Comments
SUNDAY	Call Ophelia Bailey (567-4227) and Beaver Campbell (322-9939) for permission to come			
	Call the restaurant (Aunt Cookie, McDonalds, etc.) and give number of dinners after taking count on buses			
	Other:			

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Project CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM

Staff Assignments

The following staff volunteers have been confirmed for the stated assignments for Sunday, _____.
(date)

	Name	Responsibility
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		

(over)

Staff Assignments

Name	Responsibility
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	

Project CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM - 1978

Staff Checklist

			Scheduled to work:						
Name	Position	Phone #	9/17	9/24	10/1	10/8	10/15	10/22	10/29

APPENDIX C

Project CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM - 1978

Participant Roster

Date _____ Bus Aides _____

Bus Run _____ _____

Camp	Name of Participant	Morning Bus Run	Leave on Field Trip	Return on Field Trip	Retur Run

Project CHILD
State University College
Geneseo, New York

Weekend Program Agenda

Sunday, October 8, 1978

9:30 AM	Pick up at Camps
10:30 - 12:00	Arrival at Geneseo; Coffee, tea, juice, donuts in the Schrader Building Gym
	Swimming in Schrader Pool
	Arts and Crafts in Schrader Classroom
	Basketball, paddleball and other sports in Schrader Gym
	Reading or other lessons, ping-pong and other table games, television and cards in Schrader Gym
12:00 - 12:30	Buffet lunch in picnic area
12:30	Load buses and depart for Letchworth State Park Sightseeing tour of the Park
2:00	Arrive at Lower Falls picnic area for "Field Day" activities: 3 legged race, tug-of-war, wheelbarrel race, softball toss, punt-pass-kick, 50 yard dash, kite-flying contest, peanut scramble
4:00	Picnic dinner
5:00	Load buses and depart for home

HAVE A GOOD DAY!

Project CHILD
State University College
Geneseo, New York

WEEKEND PROGRAM AGENDA

October 15, 1978

9:30 AM	Pick up at Camps
10:30 - 12:30	Arrival at Geneseo; coffee, tea, juice and donuts in Schrader Building Lounge
	Swimming in Schrader Pool
	Basketball, paddleball and other sports in Schrader Gym
	Reading, ping-pong, LVA lessons, table games, television and cards in Schrader Lounge
11:00 - 1:00	College Union - Recreation Area; pool tables and table games
	Crafts Center; Arts and Crafts
1:00 - 2:00	Lunch at the picnic area
2:00 - 4:00	The Original John Hopf Band - Benefit concert and dance - Holcomb Cafetorium
4:00 - 5:00	Dinner in the Holcomb Cafetorium

HAVE A GOOD DAY!

FD:ma

PROJECT CHILD
State University College, Geneseo, New York

	YES	NO
On Medicaid?		
If "no", applied for?		

MEDICAL REFERRAL FORM

Name _____ Date of Birth _____

Address _____

Crewleader _____ Grower _____ (if known)

Need _____

_____

_____

Referred by _____ Date _____

Return to Project CHILD, State University College, Geneseo, New York, 14454 to be forwarded to the appropriate health care agency.

To be completed and retained by Project CHILD

	YES	NO
On Medicaid?		
If "no", applied for?		

Office Use Only

Name _____ Date of Birth _____

Address _____

Crewleader _____ Grower _____ (if known)

Need _____

_____

_____

Follow-Up _____

_____

Referred By _____ Date _____

PROJECT CHILD
State University College
Geneseo, New York

Weekend Program _____ Week of _____

MIGRANT PROFILE

NAME & CAMP	STRENGTHS/INTERESTS	NEEDS

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Project CHILD
State University College
Genesco, New York

WEEKEND PROGRAM

Evaluation Form 1978

I. MORNING ACTIVITIES	Keep	Modify	Eliminate	Comments
Swimming				
College Union Recreation Room				
Arts and Crafts				
Clothing Room				
Child Care Room				
Other				
II. AFTERNOON ACTIVITIES				
Movie - "Convoy"				
Strasenburgh Planetarium				
Baseball Game				
Original John Hopf Band				

WEEKEND PROGRAM
Evaluation Form 1978
Page 6

II. AFTERNOON ACTIVITIES	Keep	Modify	Eliminate	Comments
Movie - "Thank God It's Friday"				
Special Movies				
Other				
III. TRANSPORTATION				
Bus Riding				
Bus Routes				
Bus Supervision				
Bus Drivers				
IV. STAFF				
Director				
Assistant Director				
College Coordinator				

IV. STAFF	Keep	Modify	Eliminate	Comments
Lifeguards				
Volunteers				
V. ARTS AND CRAFTS				
Instructor				
Materials				
Facilities				
VI. YOUTH WORK PROGRAM				
Supervisor				
Work Slots				
Supervision				
VII. MEALS				
MacDonalds				

VII. MEALS	Keep	Modify	Eliminate	Comments
Submarine Sandwiches				
College Dining Services				
Cook outs				
Turkey Dinner				
Other				

VIII. ADDITIONAL COMMENTS:

PROJECT CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM

Skills Checklist

Name _____

Assessment Date _____

Area Sunday Component

Post-Evaluation Date _____

Skills - ARTS AND CRAFTS	Can	Cannot
Instructional Objective:		
Develop an awareness of beauty and an appreciation of art in daily living		
Learning Objectives:		
Construct India ink and straw painting		
Create string painting		
Using dabbing techniques, create paint montage		
Weave potholder using stretch loops demonstrating a two-color design		
Form simple usable drinking mug from clay		
Instructional Objective:		
Create various items of needlework demonstrating accomplishment of several stitch techniques		
Learning Objectives:		
Create original needlepoint pillow cover		
Hem a dress using a blind stitch		
Use sewing machine to construct simple item of clothing, i.e., apron or shirt		
Use sewing machine to repair clothing		
Knit scarf in simple stocking knit stitch		
Create wall hanging consisting of painted hand print with embroidered student's name		

PROJECT CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM

Skills Checklist

Name _____

Assessment Date _____

Post-Evaluation Date _____

Area Sunday Component

Skill - BALL HANDLING SKILLS	Can	Cannot
Instructional Objective:		
Develop an ability to handle a ball to enable one to participate in various sports		
Learning Objectives:		
Roll a ball in a straight line for 20 feet, 7 out of 10 times		
Bounce a ball with two hands for 30 seconds		
Bounce a ball with right hand for 30 seconds		
Bounce a ball with left hand for 30 seconds		
Toss ball in air and catch it 7 out of 10 times		
Bounce ball off gym wall 10 feet away and catch it 7 out of 10 times		

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PROJECT CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM

Skills Checklist

Name _____

Assessment Date _____

Post-Evaluation Date _____

Area Sunday Component

Skill - BASKETBALL DRIBBLING	Can	Cannot
Instructional Objective:		
Develop needed dribbling skill in basketball to participate fully in a game		
Learning Objective:		
Dribble while not looking at the ball for 30 seconds		
Dribble while looking at the ball for 30 seconds		
Dribble with right hand for 30 seconds		
Dribble with left hand for 30 seconds		
Dribble around obstacles for 60 seconds		
Dribble while running for 60 seconds		

PROJECT CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM

Skills Checklist

Name _____

Assessment Date _____

Post-Evaluation Date _____

Area Sunday Component

Skill - BASKETBALL SHOOTING	Can	Cannot
Instructional Objective:		
Develop needed basketball shooting skill to participate in a game		
Learning Objectives:		
Can make 5 out of 10 lay-up shots		
Can make 5 out of 10 overhand shots		
Can make 5 out of 10 jump shots		
Can make 5 out of 10 two-hand set shots		
Can make 5 out of 10 one-hand push shots		
Can make 5 out of 10 floor shots		

PROJECT CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM

Skills Checklist

Name _____

Assessment Date _____

Post-Evaluation Date _____

Area Sunday Component

Skill - BICYCLE RIDING AND SAFETY	Can	Cannot
Instructional Objective:		
Demonstrate an ability to manage a bicycle effectively and safely		
Learning Objectives:		
Ride a bicycle with both hands on the handlebars		
Ride on the correct side of the road		
Demonstrate proper traffic hand signals		
Apply front brakes properly		
Check and use the needed lights and horn for road use		
Show awareness of pedestrians		
Check the bicycle for proper working condition before riding		

PROJECT CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM

Skills Checklist

Name _____

Assessment Date _____

Post-Evaluation Date _____

Area Sunday Component

Skill - BOWLING	Can	Cannot
Instructional Objective:		
Show confidence handling a bowling ball on an alley		
Learning Objectives:		
Roll a straight ball 5 out of 10 times		
Roll a hook ball 5 out of 10 times		
Bowl a 100 game using spot bowling, verbally telling what spot is to be hit		
Demonstrate the proper stance for bowling		
Describe and demonstate the proper delivery approach on the alley		
Demonstrate the proper way of holding the ball		

PROJECT CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM

Skills Checklist

Name _____

Assessment Date _____

Post-Evaluation Date _____

Area Sunday Component

Skill - DIVING	Can	Cannot
Instructional Objective: Develop an ability to dive Learning Objectives: Dive backward 5 out of 10 times correctly Dive forward with the proper 3-step approach 5 out of 10 times correctly Orally describe the forward dive approach and the backward dive form		

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PROJECT CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM

Skills Checklist

Name _____

Assessment Date _____

Post-Evaluation Date _____

Area Sunday Component

Skill - FIRST AID	Can	Cannot
Instructional Objective:		
Perform some basic first aid procedures		
Learning Objectives:		
Apply pressure to pressure points and construct and apply tourniquet		
Practice simulation of mouth-to-mouth resuscitation		
Discuss treatment for sunstroke, frostbite, shock and heat exhaustion		
Locate materials used for sprains, fractures and dislocations and discuss each in a variety of appropriate terms		
Assemble a complete first aid kit		
Discuss procedures used for nosebleed and fainting		
Discuss cleansing processes for open wounds		
Discuss limitations of first aid		

PROJECT CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM

Skills Checklist

Name _____

Assessment Date _____

Post-Evaluation Date _____

Area Sunday Component

Skill - NUTRITION	Can	Cannot
Instructional Objective:		
Identify what constitutes good nutrition		
Learning Objectives:		
Verbally name common food groups		
Verbally name proper means of preserving food (refrigeration, canning, wrapping)		
Verbally name various ways of preparing food for variety (baking, frying, boiling, broiling, deep frying)		
Assist program staff in planning and preparing a well-balanced meal for the entire program		

PROJECT CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM

Skills Checklist

Name _____

Assessment Date _____

Post-Evaluation Date _____

Area Sunday Component

Skill - PADDLEBALL	Can	Cannot
Instructional Objective:		
Develop an ability to play paddleball correctly		
Learning Objectives:		
Serve underhand shots correctly 7 out of 10 times		
Demonstrate cross court shots 7 out of 10 plays		
Hit smash shots 7 out of 10 times		
Hit lob shots 7 out of 10 times		
Describe and write the correct procedure of the game and rules of the sport		

PROJECT CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM

Skills Checklist

Name _____

Assessment Date _____

Post-Evaluation Date _____

Area Sunday Component

Skill - PING PONG	Can	Cannot
Instructional Objective:		
Show aptness with the ping pong game		
Learning Objectives:		
Serve ball correctly 7 out of 10 times		
Return forehand shots 7 out of 10 times		
Return backhand shots 7 out of 10 times		
Return lob shots 7 out of 10 times		
Return smash shots 7 out of 10 times		

PROJECT CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM

Skills Checklist

Name _____

Assessment Date _____

Post-Evaluation Date _____

Area Sunday Component

Skill - POOL SHOOTING	Can	Cannot
Instructional Objective:		
Develop a skill at pool shooting		
Learning Objectives:		
Shoot 7 out of 10 balls - straight shot		
Shoot 7 out of 10 balls - angle shot		
Shoot 7 out of 10 balls - bank shot		
Recite verbally the rules of the game		
Demonstrate how to make a cushion shot		

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PROJECT CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM

Skills Checklist

Name _____

Assessment Date _____

Post-Evaluation Date _____

Area Sunday Component

Skill - SOFTBALL	Can	Cannot
Instructional Objective:		
Master ability to play the game of softball		
Learning Objectives:		
Throw the ball overhand straight for 100 feet		
Hit the ball 7 out of 10 times off a batting tee		
Catch a fly ball 7 out of 10 times		
Field a ground ball 7 out of 10 times		
Run the bases in less than 16 seconds		
Demonstrate good sportsmanship and fair play		
Demonstrate proper handling of equipment		

PROJECT CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM

Skills Checklist

Name _____

Assessment Date _____

Post-Evaluation Date _____

Area Sunday Component

Skill - SWIMMING	Can	Cannot
Instructional Objective:		
Develop proper swimming techniques		
Learning Objectives:		
Hold head under water at least 10 seconds		
Demonstrate proper kick at least one width of the pool		
Demonstrate proper arm position at least one width of the pool		
Swim at least 6 forward strokes		
Swim at least 6 backward strokes		
Swim at least 6 breast strokes		
Swim at least 6 side strokes		

PROJECT CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM

Skills Checklist

Name _____

Assessment Date _____

Post-Evaluation Date _____

Area Sunday Component

Skill - TENNIS	Can	Cannot
Instructional Objective:		
Develop comfort and ability at the game of tennis		
Learning Objectives:		
Serve 5 out of 10 overhand shots into right and left courts		
Return lob shots 5 out of 10 times into opponent's court		
Return 7 out of 10 smash shots into opponent's court		
Return 5 out of 10 forehand drives into opponent's court		
Recite verbally rules of the game		
Verbally keep score		

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PROJECT CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM

Skills Checklist

Name _____

Assessment Date _____

Post-Evaluation Date _____

Area Sunday Component

Skill - VOLLEYBALL	Can	Cannot
Instructional Objective:		
Develop skill at volleyball		
Learning Objectives:		
Serve underhand correctly 7 out of 10 times		
Serve overhand correctly 7 out of 10 times		
Make chest pass to a teammate 5 out of 10 times		
Demonstrate a spike set-up 5 out of 10 times		
Spike the ball to opponent's court 5 out of 10 times		
Demonstrate good sportmanship and fair play		
Recite verbally the rules of the game		

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Project CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM - 1973

Summary of Activities

Date	# of Migrants	Morning Activities	Afternoon Activities
6-24-73	25	Swimming, tennis and ping pong	Lancer's soccer game at Aquinas Stadium, Rochester
7-1-73	32	Instruction as presented in swimming, paddleball, tennis and other sports	Jerry Lewis film, "Big Mouth" was shown
7-8-73	33	The usual recreational activities were held such as tennis, swimming and ping pong	Baseball game between Rochester Red Wings and the Syracuse team
7-15-73	55	Recreational activities utilizing the college facilities	Trip to the Olympic Bowl Amusement Park in Rochester
7-22-73	62	Recreational and swimming activities	Trip to Silver Stadium in Rochester to see a Red Wing baseball game
7-29-73	34	Recreational activities such as swimming, pool and basketball	Saw "Sleeping Beauty" in the Geneseo Village Park
8-5-73	43	Trip to Corning Glass Center in Corning, New York	Tour of the Center and return trip
8-12-73	34	Swimming and other recreational activities	Went to Aquinas Stadium for a soccer game between Rochester Lancers and the Toronto Metros
8-19-73	54	Recreational activities (bowling in the gym was among the events for the morning)	Afternoon at the Olympic Bowl Amusement Park in Rochester
8-26-73	57	Snacks at the North Shelter at Letchworth Park, followed by swimming in the olympic size pool	Tour of Letchworth State Park
9-2-73	67	Recreational activities at Geneseo State College	Field trip to Rochester to see the National Senior Drum and Bugle Corps
9-9-73	69	Recreational and swimming (the pool in the College Union was utilized to a great extent)	Rochester Zoo field trip

Date	# of Migrants	Morning Activities	Afternoon Activities
9-16-73	75	Basketball, pool, bicycle riding and, of course, swimming	Ride on the Old-Fashioned Steam Engine Train in Livonia, New York
9-23-73	66	Recreation and swim sessions filled the morning	Circus held at the new gym here at Geneseo State College
9-30-73	70	Snack at Geneseo with a trip to the Buffalo Zoo following	Tour of the Buffalo Zoo
10-7-73	111	Recreation such as swimming, basketball and pool shooting	Trip to Letchworth State Park; tour of the park, Mary Jemison Museum, and a softball game
10-14-73	91	Lunch on the campus, then departure for Rochester	Football game at Hollander Stadium
10-21-73	78	Swimming and other recreational activities filled the morning	Went to the Wadsworth Auditorium on campus to see "Bottom of the Bucket" dance festival. The group was an interracial dance team.
10-28-73	72	Trip to the Corning Glass Works and lunch at the Red Barn Restaurant in Corning, New York	Tour of the Glass Center and demonstration of glass blowing entertained and educated all.
11-4-73	68	The morning was spent swimming and using the gym facilities. Also the recreation room in the College Union was used to play ping pong and pool.	The movie "McKenna's Gold" was viewed by all in Newton Hall
11-11-73	52	Recreational activities including swimming and bicycle riding were among the most participated in events during the morning.	"Chisom", a John Wayne movie, was shown
11-18-73	62	The morning was filled with recreation and socializing in the various campus buildings	Trip to Rochester and tours of the Fine Arts Museum, Eastman House and Museum of Science were the afternoon events.

Project CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM - 1974

Summary of Activities

Date	# of Migrants	Morning Activities	Afternoon Activities
7-7-74	*0	Swimming, paddleball, tennis and other recreational activities	Trip to Letchworth State Park for softball & swimming.
7-14-74	*0	Swimming and basketball, bicycle riding at Schrader Gymnasium with ping pong and pool at the College Union	Trip to Letchworth State Park for softball and swimming.
7-21-74	54	Recreational and physical activities on campus	Softball game at Holcomb Campus School.
7-28-74	115	Recreational activities and swimming at the Schrader Gym; migrant band group at Holcomb School	Trip to Olympic Amusement Park in Rochester.
8-4-74	77	Trip to Niagara Falls, U.S.A.	Tour of the Falls, ride on the "Maid of the Mist", tour and show at the Aquarium and tour of the Power Vista Plant.
8-11-74	102	Swimming, pool, ping pong and other recreational activities and migrant band group at Holcomb Campus School	Country and Western Jamboree at Highland Park in Geneseo. Softball game at Holcomb Campus School.
8-18-74	47	Various activities at Schrader Gym and college recreation room	Trip to Long Point Amusement Park for rides, penny arcade and swimming in the lake.
8-25-74	75	Trip to Corning Glass Works in Corning, New York	Tour of Glass Center and return home to the camps.
9-1-74	74	Swimming, music, basketball, weightlifting	Tour of Letchworth State Park with stops at the dam, various overlooks, Middle Falls, Glen Iris Restaurant; stop at the Indian Council Grounds and the museum.
9-8-74	95	Swimming, basketball, bicycle riding and other recreational activities	Trip to Roseland State Amusement Park for unlimited rides for all.

WEEKEND PROGRAM Summary of Activities - 1974
Page 2

Date	# of Migrants	Morning Activities	Afternoon Activities
9-15-74	77	Swimming, volleyball, basketball, bicycle riding, piano playing	Trip to Strasenburgh Planetarium for show on the stars.
9-22-74	67	Swimming, basketball, and other recreational activities	Andy Cohen, folk singer, in the College Union
9-29-74	149	Trip to Niagara Falls, U.S.A.	Ride on the "Maid of the Mist" and tour of the Falls.
10-6-74	67	Recreational activities at the Schrader Gym and College Union	Harvest Festival Parade in Warsaw and picnic at the local park
10-13-74	79	Various physical and recreational activities such as swimming, pool and ping pong	Old Fashioned Train Ride on Livonia, Lakeville and Avon Railroad.
10-22-74	85	Ping pong, swimming, basketball and recreational activities at the college	Movie: "Butch Cassidy and the Sundance Kid" at the Riviera Theatre in Geneseo
10-27-74	32	Swimming, basketball and pool shooting at the college facilities	Movie: "Tom Sawyer" at the Riviera Theatre in Geneseo

Total number of migrants - 1,195

*Activities were planned for these two days, but because of weather and crew boss problems, no migrants were allowed to attend the program.

Project CHILD
State University College, Geneseo, New York

WEEKEND PROGRAM - 1975

Summary of Activities

Date	# of Migrants	Morning Activities	Afternoon Activities
7-6-75	54	Swimming, basketball and other recreational activities	Softball game at Geneseo State campus, plus swimming at Conesus Lake.
7-13-75	54	Swimming and basketball at Schrader Gym	Country and Western Jamboree at Highland Park in Geneseo.
7-20-75	63	Swimming and other recreational activities	Livingston County Antique Car Club Show in Geneseo.
7-27-75	54	Swimming and recreational activities	Trip to Livingston County Park, Mt. Morris, NY. A guided tour of the nature trails was given by park attendant.
8-3-75	94	Swimming and recreational activities	Trip to Long Point Amusement Park for rides, penny arcade and swimming in the lake.
8-10-75	110	Basketball, softball, swimming and other athletic events	Trip to Seneca Park Zoo, Rochester, New York.
8-17-75	97	Swimming and other recreational activities at the college	Trip to Long Point Park for rides and other activities. Many people went swimming in the lake.
8-24-75	102	Trip to Camp Gorton Boy Scout Camp	Tour of camp facilities by the children, plus boating and swimming. The group was entertained by skits done by the migrant children.
8-31-75	90	Recreational activities at Schrader Gym, including swimming and basketball	Trip to Letchworth State Park with stops at many of the scenic overlooks, plus the Indian Council Grounds and museum.
9-7-75	129	Swimming and other athletic events at Schrader Gym	Trip to Strasenburgh Planetarium for a science fiction star show.

WEEKEND PROGRAM Summary of Activities - 1975
Page 2

Date	# of Migrants	Morning Activities	Afternoon Activities
9-14-75	170	Trip to Niagara Falls, USA.	Tour of the Falls and tour and show at the Sea Aquarium.
9-21-75	80	Swimming, ping pong, pool shooting and basketball at Schrader Gym. Some people also lifted weights.	Trip to Wyoming County Fairgrounds to participate in the Wyoming County Migrant Song Festival.
9-27-75	72	Pool shooting, ping pong, basketball, weight lifting and swimming	Children went to movie in Mt. Morris, "Apple Dumplin Gang." Adults were screened for hypertension and participated in health meeting on birth control, VD and sex education.
10-5-75	120	Swimming, basketball and bowling available. Also weight lifting.	Field Days at Geneseo State College. Many events and many prizes for all!
10-12-75	104	Bowling alleys were opened, plus the pool room. Swimming and basketball were also available.	Movie "Pippi Goes Abroad" at the Mt. Morris Theater.
10-19-75	38	Bowling, swimming, weight lifting and basketball were participated in. Pool shooting and other recreational games were available.	Talent Show at Holcomb Learning Center, State University College at Geneseo

Total number of migrants - 1,431

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Project CHILD
State University College
Geneseo, New York

WEEKEND PROGRAM
1976

Summary of Activities

Date	# of Migrants	Morning Activities	Afternoon Activities
7/11/76	0	All-Staff Meeting	
7/18/76	0	Migrant crews in the area were working in the fields and were unable to attend the program.	
7/25/76	58	Swimming and recreational activities at SUC Geneseo. Arts and crafts available.	Trip to Roseland Amusement Park and Sonnenberg Gardens in Canandaigua, N.Y.
8/1/76	13	Swimming, basketball, checkers, cards and other activities. Leather working available.	Migrants were working in the afternoon.
8/8/76	42	Recreational activities at Schrader Gym, pool shooting and other activities at College Union. Arts and crafts activities available.	Chicken barbeque and softball game at Letchworth State Park.
8/15/76	98	Swimming and other athletic events at the College. Pool shooting. Arts and crafts available.	Trip to Roseland Amusement Park in Canandaigua, N.Y.
8/22/76	91	Recreational activities: swimming, basketball and other recreational activities in Schrader Gym. Arts and crafts available.	Bingo games with prizes at Holcomb Learning Center. Softball game.
8/29/76	129	Trip to Camp Gorton, Boy Scout Camp	Tour of camp facilities by children, plus special program for the adults created by the migrant children

Date	# of Migrants	Morning Activities	Afternoon Activities
9/5/76	75	Basketball, weight lifting, swimming and other recreational events. Pool shooting and ping pong and arts and crafts in the College Union.	Trip to Long Point Amusement Park on Conesus Lake.
9/12/76	161	Pool shooting, basketball, swimming, etc., at SUC Geneseo. Arts and crafts program.	Cookout at and tour of Letchworth State Park, stopping at many overlooks, Indian Museum, and Mary Jemison Monument. Softball game.
9/19/76	123	Recreational activities at Schrader Gym and College Union. Arts and crafts available.	Adults: Movie, "Alice Doesn't Live Here Anymore." Children: Special activities on the playground at the Holcomb Learning Center, SUC.
9/26/76	130	Basketball, swimming, pool shooting and other events at SUC, Geneseo. Arts and crafts available.	Trip to Strasenburgh Planetarium for a show entitled "Cosmic Mysteries," and the Rochester Museum of Science.
10/3/76	179	Trip to Niagara Falls, USA.	Tour of the Falls area and view of the Falls from the observation tower.
10/10/76	124	Recreational activities at the College. Leather craft available.	Field days at Geneseo State College. Many events and many prizes for all.
10/17/76	33	Pool shooting, ping pong, basketball, swimming and other recreational activities.	Movie: "Four Musketeers," at Newton Bldg., SUC, Geneseo.
TOTAL NUMBER	1,257		

Project CHILD
State University College
Geneseo, New York

WEEKEND PROGRAM

Summary of Activities 1978

Date	Number of Workers Served	Morning Activities	Afternoon Activities
September 17, 1978	60	Recreational activities in Schrader Gym and in the College Union; pool, ping-pong and other table games. Arts and crafts were also available.	Movie at the Riviera Theatre in Geneseo, "Convoy".
September 24, 1978	54	Arts and crafts, swimming, basketball and volleyball in the Schrader Gym; plus recreation activities in the College Union.	Trip to the Strasenburgh Planetariu in Rochester to view the show, "Ten Years at the Star Factory".
October 1, 1978	51	Recreational activities in Schrader Gym and in the College Union; pool, ping-pong and other table games. Arts and crafts were also available.	Baseball game on campus.
October 8, 1978	56	Recreation activities in the Schrader Gym and College Union. Arts and crafts were available.	Movie at the Riviera Theatre in Geneseo, "Thank God It's Friday".
October 15, 1978	48	Pool shooting, ping-pong, arts and crafts, swimming, basketball and other athletic events.	Concert - The John Hopf Original Band. The workers also enjoyed a home cooked turkey dinner.
October 22, 1978	0	The crews were not able to participate in the program because they had to work. Field day events had been scheduled. Prizes for the winners of the field day activities were given to the In-Camp staff to be used as educational rewards.	

WEEKEND PROGRAM
Summary of Activities 1978
Page 2

Date	Number of Workers Served	Morning Activities	Afternoon Activities
October 29, 1978	75	The crews were not able to participate in the program because they had to work. However, the staff and volunteers went to the two camps (Smith Camp and Mehlenbacher Trailers) in the evening and served a buffet dinner.	
November 5, 1978	60	The program staff and volunteers went to the Smith Camp and Mehlenbacher Trailers and served a buffet dinner to the workers.	

** Child care was available each week for any small children. Also, the Migrant Center's clothing room was available for the workers each Sunday.

TOTAL NUMBER OF WORKERS SERVED 404

It's been a l-o-o-ng day!

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